**School of Education**

**Master of Science in Education**

**Course Syllabus**



## Graduate Education Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

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| --- | --- | --- | --- |
| ED Number  ED 530 | | Course Title  Utilizing Emerging Technologies to Improve Learning | |
| Section/Semester  ODB/Summer ‘G’ Term (July6-22,2010) | Location  Berks IU | | Meeting Times  12:30 – 4:00PM |

## Instructor Contact Information

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor Name  Eileen Musselman | | Office Hours (if applicable) | |
| Phone Number  610-779-8365 | E-mail  musselmane@mail.muhlsdk12.org | | Best time(s) to be contacted  9am-9pm |

**Course Description**

This course is designed to help students understand different key learning theories and their effective use in the design of accessible learning activities. Students will apply learning theory principles to develop model lessons using emerging technologies. Students will also identify appropriate strategies and technologies to support equitable access and diverse learning styles. Using technology to accomplish data-driven decision-making will be explored.

**Required Textbook(s) & Readings**

Internet resources will be used. Handouts will provided as needed or requested.

**Recommended Reading List or Resources**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

**Recommended Websites:**

ISTE

<http://www.iste.org/>

Center for Applied Research in Educational Technology

<http://caret.iste.org/>

Technology and Learning Magazine

<http://www.techlearning.com/>

Mid-continent Research for Education and Learning

<http://www.mcrel.org/>

United Streaming

<http://www.unitedstreaming.com/>

Chicago Public Schools Performance Assessment

<http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/ideas_and_rubrics.html>

## Kathy Schrock

<http://school.discovery.com/schrockguide/>

Classroom 2.0

<http://www.classroom20.com/>

**Student Learning Objectives & Evidence of Student Learning**

The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.

**Institutional Student Learning Outcomes (ISLO)**

Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:

1. the knowledge, skills, and scholarship that are appropriate to their general and major field areas of study.
2. effective written and oral communication skills and information literacy using an array of media and modalities.
3. practical, critical, analytical, and quantitative reasoning skills.
4. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.

**School of Education Learning Outcomes (SELO)**

Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study;
2. effective written and oral communication skills;
3. information literacy that fosters intelligent and active participation in the educational community;
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process;
5. practical, critical, and analytical thinking strategies;
6. the ability to make informed decisions based on accurate and relevant data;
7. actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served
8. collaborative skills that promote teamwork.

**Graduate Education Student Program Outcomes (GEPO)**

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

**Classroom Technology Program Outcomes (CTPO)**

1. The student will demonstrate the use of new technologies to create meaningful learning opportunities for all students.
2. The student will develop the ability to provide learning opportunities within the discipline that addresses different approaches to learning and creates instructional opportunities that are equitable, based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.
3. The student will acquire the ability to understand the role of technology within the discipline and be able to demonstrate skills using instructional tools and technology to gather, analyze and present information, enhance instructional practices, facilitate professional productivity and communication.

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| **Student Learning Objectives**  **The students will:** | **ISLO**  **SELO**  **GEPO**  **CTPO** | **Evidence of Learning**  **~ Key Instructional Assignments, Activities, or Assessments ~** |
| Examine instructional practices to determine how technology can play a role in enhancing the teaching and learning process. | ISLO (1-5)  SELO (1, 4)  GEPO (1-8)  CTPO (6-8) | Research Paper |
| Develop model lessons using technology (inquiry-based/project-based) to meet curriculum objectives and facilitate active student learning. | ISLO (1, 3)  SELO (1, 4,5,6,8)  GEPO (1,4,5)  CTPO (6,7,8) | Inquiry-based/Project-Based Lesson using Web 2.0 tool(s) as appropriate. |
| Use a variety of emerging technologies to present curricular information. | ISLO (1, 3)  SELO (1, 4)  GEPO (1, 5)  CTPO (6,7,8) | Online Media Activity |
| Apply technologies to provide whole group, small group and individual instruction. | ISLO (1, 3)  SELO (1, 4)  GEPO (1, 5)  CTPO (6,7,8) | Screen capture Activity |
| Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. | ISLO (1, 3, 4)  SELO (1, 4, 7)  GEPO (1, 5)  CTPO (6,7,8) | Inquiry-based/Project-Based Lesson; Establishing and maintaining Social bookmarking account(s) |
| Model behaviors that promote ethical and legal use of computer/technology resources. | ISLO (1, 3, 4)  SELO (1, 4, 7)  GEPO (1)  CTPO (6,7,8) | Inquiry-based/Project-Based Lesson &/or discussions |
| Demonstrate an understanding of and uphold copyright laws. | ISLO (1)  SELO (1, 4)  GEPO (1)  CTPO (8) | Inquiry-based/Project-Based Lesson &/or discussions |
| Demonstrate methods of ensuring equal access to technological resources. | ISLO (1, 3, 4)  SELO (1, 4, 7)  GEPO (1)  CTPO (6,7,8) | Inquiry-based/Project-Based Lesson &/or discussions |
| Develop management strategies, which maximize the use of technologies by all students. | ISLO (1, 3, 4)  SELO (1, 4, 7)  GEPO (1)  CTPO (6,7,8) | Inquiry-based/Project-Based Lesson &/or discussions, activities |
| Incorporate multiple methods of electronic evaluation, such as: online assessment, evaluation of student portfolios, and authentic assessment of students through products, performances, and/or presentations. | ISLO (1, 3)  SELO (1, 4,5,6,8)  GEPO (1,4,5)  CTPO (6,7,8) | Inquiry-based/Project-Based Lesson |

**Course Requirements & Assessments**

**Middle States Competencies addressed in assignments are indicated in parenthesis.**

Written communication (WC)

Oral communication (OC)

Scientific reasoning (SR)

Quantitative reasoning (QR)

Technological competence (TC)

Critical analysis & reasoning (CA&R)

Information literacy (IL)

**Required Assignments:** (200 points total) – Revised (250)

**Research Paper (WC, TC, CA&R, IL)** (56 Points possible)

Using your present subject area and grade-level, write a 5-10 page paper on using emerging technologies in the classroom. You are required to use at least two sources from the EBSCOhost’s ERIC database to complete the research for your paper. At least two peer-reviewed, full text sources are required. You may use some additional sources if needed. The paper will be graded according to the Formal Writing Assignment Scoring Rubric.

Please refer to <http://wilkes.edu/MediaFiles/ERICbasics.swf> for an online tutorial on how to access ERIC.

There is also an excellent resource for writing your paper at:

<http://owl.english.purdue.edu/owl/resource/560/01/> and also a sample paper, which can be downloaded at:

<http://owl.english.purdue.edu/owl/resource/560/18/>.

**Lesson Plan/Activity(WC,OC,TC,CA&R, IL)** (84 Points possible)

Using what you have learned about learning styles and emerging technologies in this class, create a lesson plan or activity that would be appropriate for your subject area and grade level. Options include but are not limited to: creating a blog, wiki, podcast, using Interactive White Boards, Student Response System or emerging technology of your choice. Lesson plan/activity idea will presented to class shortly after the middle of the term. Collaboration is encouraged when possible. The completed lesson plan/activity will be presented during the last class. It will be graded according to the Lesson Plan/Activity Rubric.

**Active Participation in Class Activities (WC, OC, SR, QR, TC, CA&R, IL)** (60 Points possible)(110 Pts)

* Create and maintain social bookmarking account (10 pts)
* Screen cast activity (10 pts)
* Online Media Activity (10 pts) – Revised (60 pts)
* Complete required reading assignments (10 pts)
* Participate in class and online discussions (10 pts)
* Complete pre and post-survey (10 pts)

Items listed above are the planned activities at this writing. Instructor reserves the right to modify activities as newer emerging technologies come into existence. Advance notice will be given in class and by email if this would occur. Each activity listed above will be graded according to Class Discussion and Participation Rubric.

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| **Formal Writing Assignment Scoring Rubric** | | | | | | Pts.  **Earned** |
| Point Value /Proficiency Level | **40 Advanced** | **30 Proficient** | **20 Basic** | **10 Below Basic** | **0** |
| CONTENT ***The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations.*** | Substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas. | Sufficiently developed content with adequate elaboration or explanation. | Limited content with inadequate elaboration or explanation. | Superficial and/or minimal content. | Assign-ment not submitted. |  |
| Written Communication | **4** | **3** | **2** | **1** | **0** |  |
| FOCUS***The single controlling point made with an awareness of task (mode) about a specific topic.*** | Sharp, distinct controlling point made about a single topic with evident awareness of task. | Apparent point made about a single topic with sufficient awareness of task. | No apparent point but evidence of a specific topic. | Minimal evidence of a topic.  Incoherent. | Assign-ment not submitted. |  |
| ORGANIZATION***The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion. APA style is utilized correctly unless its use is specifically waived by the instructor.*** | Sophisticated arrangement  of content with evident and/or subtle transitions. Unless waived, APA style is utilized correctly throughout with 0 imperfections. | Functional arrangement  of content that sustains a logical order with some evidence of transitions. Unless waived or limited, APA style is utilized with 1 to 4 imperfections. | Confused or inconsistent  arrangement of content with or without attempts at  transition. Unless waived or limited, APA style is utilized with 5 to 8 imperfections. | Minimal control of content arrangement. Unless waived or limited, APA style is utilized with 9 or more imperfections. | Assign-ment not submitted. |  |
| STYLE***The choice, use of arrangement of words and sentence structures that create tone and voice.*** | Precise, illustrative use of a variety of words and sentence structures to create consistent writer’s voice and tone appropriate to audience. | Generic use of variety of words and sentence structures that may or may not create writer’s voice and tone appropriate to audience. | Limited word choice and control of sentence structures that inhibit voice and tone. | Minimal variety in word choice and minimal control of sentence structures. | Assign-ment not submitted. |  |
| CONVENTIONS***The use of grammar, mechanics, spelling, usage and sentence formation.*** | Evident control of grammar, mechanics, spelling, usage and sentence formation. | Sufficient control of grammar, mechanics, spelling, usage and sentence formation. | Limited control of grammar, mechanics, spelling, usage and sentence formation. | Minimal control of grammar, mechanics, spelling, usage and sentence formation. | Assign-ment not submitted. |  |

**Lesson Plan/Activity Rubric: (WC, OC,TC, CA&R, IL)**

Design an inquiry-based/project-based lesson or activity incorporating emerging technologies.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **12** | **8** | **4** | **0** | **Points** |
| **Description of Project or Narrative** | **Clearly explains** | **Adequately explains** | **Somewhat explains** | **Does not explain or is missing** |  |
| · **Purpose/Audience** | · **Purpose/Audience** | · **Purpose/Audience** | · **Purpose/Audience** |  |
| · **Objectives/Task** | · **Objectives/Task** | · **Objectives/Task** | · **Objectives/Task** |  |
| · **Procedure** | · **Procedure** | · **Procedure** | · **Procedure** |  |
| · **Resources** | · **Resources** | · **Resources** | · **Resources** |  |
| · **Evaluation/Assessment** | · **Evaluation/Assessment** | · **Evaluation/Assessment** | · **Evaluation/Assessment** |  |
| **Meets all required criteria** | **Meets most required criteria** | **Meets some required criteria** | **Does not meet required criteria** |  |
| **Could be easily reproduced** | **Is fairly easily reproducible** | **With modifications, could be reproduced** | **Would be difficult to reproduce** |  |
| **Procedures and Learning Activities** | **Clearly defines, lists, explains** | **Adequately lists and explains** | **Somewhat lists and explains** | **Inadequately or fails to list/explain** |  |
| · **Teacher preparation** | · **Teacher preparation** | · **Teacher preparation** | · **Teacher preparation** |  |
| · **Timeline** | · **Timeline** | · **Timeline** | · **Timeline** |  |
| · **Student-centered learning activities** | · **Student-centered learning activities** | · **Student-centered learning activities** | · **Student-centered learning activities** |  |
| · **Higher-order/critical thinking** | · **Higher-order/critical thinking** | · **Higher-order/critical thinking** | · **Higher order/critical thinking** |  |
| **Use of Technology in Lesson** | **Clearly** | **Adequately** | **Somewhat** | **Inadequately or fails to** |  |
| · **Enhances student learning** | · **Enhances student learning** | ·**Enhances student learning** | · **Enhance student learning** |  |
| · **Promotes authentic learning** | · **Promotes authentic learning** | ·**Promotes authentic learning** | · **Promote authentic learning** |  |
| · **Encourages effective student use of technology** | · **Encourages effective student use of technology** | ·**Encourages effective student use of technology** | · **Encourage effective student use of technology** |  |
| · **Inspires extended learning** | · **Inspires extended learning** | · **Inspires extended learning** | · **Inspire extended learning** |  |
| · **Involves students in decision-making skills** | · **Involves students in decision-making skills** | · **Involves students in decision-making skills** | · **Involves students in decision-making skills** |  |
| **Student Assessment** | **Clearly includes** | **Adequately includes** | **Somewhat includes** | **Inadequately shows or fails to show** |  |
| · **Rubric to assess performance objectives** | · **Rubric to assess performance objectives** | · **Rubric to assess performance objectives** | · **Rubric to assess performance objectives** |  |
| ·  **Evidence rubric is conveyed to students** | · **Evidence rubric is conveyed to students** | ·  **Evidence rubric is conveyed to students** | · **Evidence rubric is conveyed to students** |  |
| · **Indication technology is used effectively to problem-solve** | · **Indication technology is used effectively to problem-solve** | ·  **Indication technology is used effectively to problem-solve** | · **Indication technology is used effectively to problem-solve** |  |
| ·  **Allowing for all levels of learning** | · **Allowing for all levels of learning** | ·  **Allowing for all levels of learning** | · **Allowing for all levels of learning** |  |

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| --- | --- | --- | --- | --- | --- |
| **Technology Integration** | **Clearly exhibits Integration** | **Adequate integration** | **Somewhat attempts integration** | **No Emerging Technology used** |  |
| ·  **Technology use was not a separate curricular focus** | · **Technology use was more emphasized than the curricular content of the lesson** | · **Technology use was the primary focus of the lesson** |  |
| ·  **Technology was a means for supporting curricular objectives** | · **The technology selected was somewhat appropriate** | · **The technology selected was not appropriate to meet the standards.** |  |
| **Integration of Learning Strategies / Navigation and Flow** | **Strong Evidence** | **Adequate Evidence** | **Some Evidence** | **No Evidence** |  |
| **· Flexible student grouping (pairs, triads, learning teams)**  **•Navigation is seamless. It is always clear to learner what all the pieces are and how to get to them.** | **· Evidence of diverse learning strategies that meet the needs of students, enabling them to attain the learning objectives**  **•There are few places where the learner can get lost and not know what to do next.** | **· Limited diversity of learning strategies which does not enable all students to attain learning objectives**  **•There are several places where the learner can get lost and not know what to do next.** | **· Direct or whole-group instruction dominates learning experiences**  **· Getting through the lesson is confusing and unconventional** |  |
| **· Teacher is facilitator, guide, co-learner** | **· Emphasis on opportunities for students to interact with/learn from one another** | **· Individual needs of students not addressed** |  |
| **· Use of cooperative group strategies** |  | **· Collaboration not supported** |  |
| **· Learning experiences are appropriate to objectives, content, and developmentally appropriate** |  |  |  |
| **Presentation / Organization / Technical / Citation** | **Strong Evidence  · Presented information in logical, interesting sequence which audience can follow  · Appropriate and thematic graphic elements are used to make visual connections that contribute to the understanding of concepts, ideas and relationships. Differences in type size and/or color are used well and consistently.**  **· Preparation for the presentation was evident - visual aids enhanced presentation (if applicable)**  **· All sources are properly cited according to APA style.  · Stayed within time allotment (if applicable)** | **Adequate Evidence  · Presented information in logical sequence which audience can follow.  · Appropriate and thematic graphic elements are used at times to make visual connections that contribute to the understanding of concepts, ideas and relationships. Differences in type size and/or color are used.**  **· Preparation for the presentation was evident - visual aids were used (if applicable)**  **· Most sources are properly cited according to APA style.  · Stayed within time allotment (if applicable)** | **Some Evidence  · Presented information in somewhat logical sequence. Audience had some difficulty following.  · Graphic elements sometimes, but not always, contribute to the understanding of concepts, ideas and relationships. There is some variation in type size, color and layout.**  **· Preparation for the presentation was evident - visual aids were not used (if applicable)**  **· Few sources are properly cited according to APA style.  · Stayed within time allotment (if applicable)** | **No Evidence  · Presented information in manner confusing to audience**  **· There are few or no graphic elements. No variation in layout or typography.**  **· Preparation for the presentation was evident - visual aids were not used (if applicable)**  **· No sources are properly cited according to APA style.  · Stayed within time allotment (if applicable)** |  |
| **Total Points** | | | | |  |

|  |  |
| --- | --- |
| |  | | --- | | **Class Discussion and Participation Rubric (WC, OC, SR, QR, TC, CA&R, IL)** | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CATEGORY | **10** | **7** | **4** | **0** | **Points earned** |
| **Participation** | Actively participated in the activity and completed it. | Participated in activity and is working to completing it. | Participated in activity but did not complete it. | Did not participate in activity. |  |
| **Comments** | All comments presented in the discussion were clear, accurate and showed that the student understood the topic in-depth. | Most comments presented in the discussion were clear, accurate and student seemed to understand the topic in-depth. | Some comments presented in the discussion were clear and showed that the student understood the main points of the topic. | No Comments made |  |
| **Respect for Others** | All statements, body language, and responses were respectful and helpful. | Most statements and responses were respectful and helpful. | Some statements and responses were respectful or helpful. | No statements made |  |

**Graduate Education Course Policies**

**Attendance Policy:**

Attendance at all graduate class sessions is expected, as is punctuality and adherence to deadlines and dates set for assignments and presentations. Anticipated absences should be approved in advance by the instructor. Students are responsible for all content and assignments due when absent. Assignments must be submitted on the date due regardless of absence. It is an expectation at the graduate level that absences from class should only be taken for emergencies or mandatory work requirements. Note that one absence is equated to a three-hour class session; a full day class is equivalent to two class sessions.

Students at the graduate level should expect that an absence from a class session in which a major assignment, presentation, or assessment is scheduled could result in a greater grade consequence than that set within this policy and should confer with the instructor in advance of the absence, if possible. If the absence is due to a sudden or unexpected event, the student should contact the instructor as soon as possible following the class meeting. Additional requirements or consequences may be imposed by the instructor.

**Course Expectations & Late Work Policy:**

# All coursework will be completed and submitted when due in a manner consistent with the high expectations of a graduate level student. Late work may result in a point or grade reduction as communicated by the instructor.

**Required Reference Format:**

All students are expected to follow the most current APA guidelines for giving credit to and citing Internet and non-internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give due credit to all relevant sources, whether used as a reference or quoted directly. References will be cited within the body of the assignment, as well as on a separate reference page following APA format.

**Recommended Reference Text:**

American Psychological Association. (2009). *Publication manual of the American Psychological*

*Association* (6th ed.). Washington, DC: Author.

**APA Online References:**

http://apastyle.apa.org/

http://owl.english.purdue.edu/owl/resource/560/01/

**Course Grading:**

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|  |  |  |  |
| --- | --- | --- | --- |
| Grading Scale | | | |
| 4.0 | A | 94-100% | Academic achievement of superior quality |
| 3.5 | B+ | 87-93% | Academic achievement of good quality |
| 3.0 | B | 80-86% | Academic achievement of acceptable quality in meeting graduation requirements |
| 2.5 | C+ | 75-79% | Academic achievement of adequate quality but below the average required for graduation |
| 2.0 | C | 70-74% | Academic achievement below the average required for graduation |
| 0.0 | F | Below 70% | Failure. No graduate course credit |

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

**Course Technology Integration**

**Required Hardware:** To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find about more specific requirements (for PCs and Macs) review Wilkes University’s eLearning Technical Support Pages.

**Required Software:** Please consult Wilkes University’s eLearning Technical Support Pages for information about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following software applications are necessary for this course: Word, Excel, PowerPoint, access to either Windows Media Player or QuickTime.

**Help Desk:** For technical assistance, contact the Wilkes University Help Desk at 1-866-264-1462. Help Desk accepts calls 24 hours a day, 7 days a week.

## Wilkes Graduate Education Program Policies

**Academic Honesty:**

Academic Honesty requires students to refrain from cheating and to provide clear citations for assertions of fact, as well as for the language, ideas, and interpretations found within the works of others. Failure to formally acknowledge the work of others, including Internet resources, written material, and any assistance with class assignments, constitutes Plagiarism. Cheating and plagiarism are serious academic offenses that cannot be tolerated in a community of scholars. Violations of academic honesty will be addressed at the programmatic and university levels and may result in a decision of course failure or program dismissal.

**Identity Authentication:**

1. The university and students share a joint responsibility to ensure that each student’s contribution in an online course activity comes from that student alone.  For the student this responsibility has two parts: Students are responsible for positively ensuring that every contribution to an online course created with the students’ Wilkes University computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences.  If a student allows another person to write or make any kind of submission to an online activity in the student’s name, then this constitutes cheating and will be treated as a violation of academic honesty.
2. Students are responsible for ensuring the integrity of their Wilkes University computer account security by following the actions required of them by the university’s IT Security Policy (Appendix B: Security Guidelines for Electronic and Technology Resources) and the Acceptable Use Policy.  These actions include keeping passcodes private, updating passcodes when required by the university network, and reporting breaches of the security policy to the IT Helpdesk.

**Program Evaluation:**

Wilkes University Graduate Teacher Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor at the beginning of each course.

**Academic Supports**

**Library Access:**

Wilkes offers an online library service that you can access from home. The library is available online at <http://www.wilkes.edu/library>. You can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.

The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. They are available at <http://www.wilkes.edu/pages/662.asp> and click on the database from which you would like to search.

Please note that if you are not on Wilkes campus, you will be asked to log in to some of the databases. Use your Wilkes e-mail username (without “@wilkes.edu”) and password to gain access.

If you do not know your username and password for your e-mail account, contact the Wilkes Help Desk directly at 1-866-264-1462. The Help Desk is available 24/7.

Those databases followed by an **\*** require a special password, whether you are on campus or off campus. Please contact the library reference desk at 570.408.4250, for information.

**Writing:**

The Writing Center, located in the lower level of the Library, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: Extension 2753 or on-line at <http://www.wilkes.edu/pages/765.asp> .

**Act 48:**

Wilkes University will automatically submit (90) Act 48 credits to PDE approximately 4-6 weeks after you receive your grade sheet. You can check your Act 48 credits recorded at the PDE Act 48 site: <https://www.perms.ed.state.pa.us/>

**Special Needs:**

Wilkes University provides disability support services (DSS) through the University College. If you have special academic or physical needs, as addressed by the American with Disabilities Act (ADA), and request special accommodations or considerations, please contact the University College and your instructors. Documentation of your disability will be requested by Wilkes in order to be considered for accommodations. Contact: Sandra Rendina 408-4153

Class Schedule for the Semester

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic(s) & Readings** | **Assignments Due** |
| Tues, July 6, 2010 | Introduction, Class expectations, required paperwork, ‘What is Web 2.0?’ | Pre-Survey completed  Set up Social Bookmarking account |
| Wed, July 7, 2010 | Required reading, Learning Theories, 21st Century technology skills, Social Networking, Digital Natives/Immigrants, Explore Web 2.0 tools | Learning styles discussion |
| Thurs, July 8, 2010 | Copyright, Creative Commons, Introduction to Google, Explore and evaluate Web 2.0 tools as useful in classroom setting. | Copyright discussion |
| Fri, July 9, 2010 | Required readings, Create/preview wikis, blogs, podcasts, vodcasts, voicethread, glogster and other tools as appropriate |  |
| Mon, July 12, 2010 | Google options, RSS, Custom search engine |  |
| Tues, July 13, 2010 | Google Earth, Google Lit Trips, Interactive White Boards, Student Response Systems | Google discussion |
| Wed, July 14, 2010 | Required Readings, Tools for teachers, Explore collaborative educational networks, preview of lesson plan/activity |  |
| Thurs, July 15, 2010 | Required Readings, Video Conference options, Screen Cast |  |
| Mon, July 19, 2010 | Required Readings, Online Media Activity | Research Paper Due |
| Tues, July 20, 2010 | Required Readings, Portfolio,  Gaming in education | Screencast Due & presented in class |
| Wed, July 21, 2010 | Collaboration, Required Readings, virtual worlds | Online Media Activity Due |
| Thurs, July 22, 2010 | Wilkes paperwork, Lesson Plan/Activity sharing | Lesson Plan/Activity Due & presented in class  Post Survey Due |